A Progress Report on University Revitalization

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Message From The Minister

Our universities are essential elements of Saskatchewan's education system, economy and culture. In 1996 Harold MacKay, in his *Report of the Minister's Special Representative on University Revitalization*, asked the Government to articulate public priorities for universities in Saskatchewan. Government responded in the Fall of 1996 with the document *Public Interest & Revitalization of Saskatchewan's Universities*, in which ten key public priorities were set out and explained.

Now, five years later, this document, *A Progress Report on University Revitalization*, reports on progress in meeting these public expectations. I am pleased to say there has been considerable progress, both within the universities and in the way they work with each other and with Government.

Saskatchewan's universities are critical centres of excellence in a rapidly changing global economy where knowledge is the most valuable resource. I look forward to the continuing contribution of our universities to the social and economic development of our province.

Honourable
Pat Lorjé

INTRODUCTION

In 1996 Harold MacKay was appointed by the Government to work with the two universities to develop proposals for change. The goal of the process was to ensure that Saskatchewan's university sector would continue to provide the Saskatchewan public with relevant, high quality programs and services, on a cost-effective and sustainable basis.

MacKay's *Report of the Minister's Special Representative on University Revitalization* put forward seventeen joint proposals endorsed by the two universities ranging from ways of improving program and administrative collaboration to the more effective application of technology to learning, teaching, research and administrative activities. He emphasized the importance of university education as a reliable means of achieving a secure and prosperous future for the province.

MacKay re-affirmed the importance of university autonomy and academic freedom. He pointed out clearly the obligation of the universities to be accountable to the public for the nature, quality and relevance of their programs and services and for the ways in which they use public funds. He emphasized that if the Government is to hold universities accountable, then it is the obligation of the Government to make known to the universities the priorities of the Government.

Government acknowledged this obligation in the fall of 1996 when it released the paper *Public Interest & Revitalization of Saskatchewan's Universities.* In that document, the Government identified ten important public priorities for the universities. They were:

1. Quality
2. Accessibility of University Programs and Services
3. Equity
4. Meeting the Learning Needs of Society
5. Research
6. Service to the Community
7. Social and Cultural Development
8. Economic Development
9. Integration of Technology in Teaching and Learning
10. International Activities

Since the MacKay Report and the Public Interest Paper, both universities and Government have worked together to address these public priorities.

As the following public report documents, both universities have undertaken a tremendous amount of development activity in each of the public priority areas over the last five years. Some of the achievements result from ongoing work, other accomplishments are a result of new projects undertaken in direct response to the focus on university revitalization or in response to provincial and federal initiatives.

At a provincial level the Department of Post-Secondary Education and Skills Training has developed a five year plan for the sector that includes four broad goals:

1. The province has high quality post-secondary education, training and employment programs and services.
2. The sector meets the needs of individuals and communities.
3. The sector meets the needs of employers and industry and contributes to economic growth.
4. The sector contributes to the discovery, integration, and application of knowledge.

The universities play a critical role in assisting in meeting these goals.

This report is a summary that is based on a comprehensive review of the universities' achievements with respect to the public priorities. It provides the public of Saskatchewan with highlights of the range and diversity of activities that are currently underway in Saskatchewan universities relative to each priority. The Accomplishments section for each priority highlights what the universities have done over the past five years related to that priority.

The purpose of this report is two-fold:

1. To provide a five year update on university revitalization, including the key public priorities outlined in 1996.
2. To contribute to public understanding of the roles of the universities in Saskatchewan.

www.sasked.gov.sk.ca/P/revitalization.pdf

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2000-01 At a Glance

University of Regina

Programs

The U of R offers instructional programs leading to 14 different undergraduate degrees in over 40 areas of specialization, in addition to 14 Masters programs in 35 areas of study, PhD programs in eight disciplines, and certificates and diplomas in more than 15 areas. These programs are offered through nine faculties, the Language Institute, the Centre for Continuing Education, and three federated colleges – Campion, Luther, and Saskatchewan Indian Federated College.

Enrolment: 11,927

This includes 8,790 full-time and 3,137 part-time students. In addition, more than 4,000 students were enrolled in Summer Session.

Graduates in 2000-2001

Undergraduate Degrees	1,780
Graduate Degrees	178
Certificates/Diplomas	323
Total Graduates	2,281

Employees

The University employs approximately 1,200 people, 925 of whom are full-time.

Facilities

The main campus of the University, as well as the College Building, Gallery Building and Darke Hall on College Avenue, are part of Wascana Centre. The University occupies 1,725,000 square feet of building space. The Regina Research Park has two new buildings so far, and a striking new building is under construction for the Saskatchewan Indian Federated College.

Research Funding: $12.2 million

This is an increase of 123% over five years.

Funding

The University reported the following major funding sources for 2000-2001 (in millions of dollars):

Government of Saskatchewan Operating Grant	$52.4
Government of Saskatchewan & other Grants & Contracts	$12.3
Government of Canada Grants and Contracts	$ 8.5
Other Government Grants and Contracts	$ 4.5
Sales of Products and Services, and Sundry	$17.4
Other Gifts, Grants and Bequests	$ 2.2
Investment Income	$ 0.5
Tuition and Related Fees	$27.0

Total Revenue 2000 – 2001
$124.8 million

University of Saskatchewan

Programs

The U of S offers instructional programs leading to 20 different undergraduate degrees in over 80 areas of specialization, 17 graduate degrees in more than 60 disciplines, 17 certificate programs, two diploma programs, and post-graduate clinical (residency) programs in 20 medical specialties. Programs are offered through 13 colleges as well as St. Thomas More Federated College and the Extension Division.

Enrolment: 18,493

This includes 14,873 full-time and 3,620 part-time students. In addition, more than 5,000 were enrolled in Intersession and Summer Session.

Graduates in 2000-2001

Undergraduate Degrees	2,763
Graduate Degrees	451
Certificates/Diplomas	363
Total Graduates	3,577

Employees

The University employs over 6,500 people, most of whom belong to one of five unions on campus.

Facilities

The University occupies more than 2,400 hectares including the main campus in Saskatoon and three research farms. As well as its own programs, the University houses seven federated, affiliated and junior colleges on and off campus. Other on-campus facilities include Royal University Hospital, government research agencies such as the Agriculture and Agri-Food Canada Research Station, and Innovation Place, one of North America's most successful research parks, housing over 100 organizations.

Research Funding: $100.5 million

This amount is $30 million more than in 1999-2000.

Funding

The University reported the following major financial sources for 2000-2001 (in millions of dollars):

Province of Saskatchewan Operating Grant	$136.7
Government of Saskatchewan & Other Grants & Contracts	$ 87.5
Government of Canada Grants & Contracts	$ 61.3
Clinical Services Fund	$ 19.6
Sales of Products, Services & Sundry	$ 76.5
Other Gifts, Grants & Bequests	$ 39.8
Investment Income	$ 25.9
Tuition & Related Fees	$ 57.8
Increase in Accrued Post-Retirement Benefits	$ 19.2

Total Revenue 2000 – 2001
$523.8 million

1. Quality

The paper *Public Interest & Revitalization of Saskatchewan's Universities* indicates that *"....Government.... expects the universities to ensure that each of their programs is of high quality and compares reasonably with similar programs elsewhere."*

Planning for Quality

Both universities have recently established strategic planning processes. They understand their role in responding to the growing knowledge needs of the 21st century with quality programs and innovative research, and with knowledge that is relevant and available to individuals, communities and society. They recognize the need to be accountable for public investments in this sector.

The University of Saskatchewan's (U of S) key emphasis is on being nationally competitive with other Canadian universities in the medical-doctoral category. It is focusing on quality programs, "the student experience," and increasing its research intensity. These strategies support quality teaching and research, and allow it to provide additional opportunities in emerging areas such as Biotechnology, Northern Ecosystems Toxicology, Biomolecular Structures, and Indigenous Peoples and Justice.

The U of S's document *A Framework for Planning (1998)* provides a framework for action to ensure the University's future development as an excellent teaching and research institution. The following four goals are set as the highest priority for the University:

- improving the quality of instructional programs,
- intensifying research efforts,
- fostering the teacher-scholar model, and
- responding to the needs of Aboriginal peoples.

The University of Regina (U of R) seeks to be competitive in its class. Its emphasis is scholarship and research, providing a quality liberal education, and undertaking its responsibility to work with, and in support of, Saskatchewan's Aboriginal people. Building on its strengths, the University of Regina has identified five areas it will focus on over the next few years: Culture & Heritage, Energy & the Environment, Informatics, Population Health, and Social Justice. The overall intent of the plan is to align with the realities of the province in focusing program development, increasing research capacity and fostering research excellence.

The U of R's Academic Planning document *Shaping Our Future* (1999) identifies six broad goals:

- Teaching and Learning: Give our students an enviable learning experience.
- People: Make the University of Regina a preferred place to work and study.
- Scholarship & Research: Sustain a vibrant research enterprise.
- Service: Take our academic expertise into the community.
- International: Integrate an international perspective.
- Accountability: Provide sufficient information to allow informed evaluation of our performance.

Did You Know?

- **Graduating students speak well of the quality of the educational experience at Saskatchewan's universities. In surveys, more than 90 percent are satisfied with the education they received. More than 80 per cent would take the same program again and recommend the university to others.**
- **Graduates of the University of Regina (U of R) Faculty of Administration and the University of Saskatchewan (U of S) College of Commerce who have taken courses required by the Certified Management Accountants (C.M.A.) are exempt from writing Part I of the national C.M.A. exam.**
- **Since 1997 three U of S students have been awarded the Rhodes Scholarship. The U of S ranks 3rd among medical/doctoral universities in the number of these scholarships awarded in the last 20 years.**

Accomplishments:

Quality Programs: Our universities continue to make significant investments in maintaining and enhancing the quality of their program offerings. Each university, using somewhat different approaches, rigorously assesses the quality and soundness of their programs using external reviewers. As well, the professional programs are evaluated by external organizations to ensure that they meet professional (accreditation/certification) standards. These evaluations ensure that Saskatchewan university programs compare well with similar programs elsewhere.

Quality Faculty: Our universities have a performance review process that regularly evaluates the performance of faculty in the areas of teaching, research and scholarship, administrative work, and community service.

More than 25% of the U of R's faculty have been hired in the last three years. This has rebalanced the age distribution and helped focus on areas of academic emphasis.

The percentage of faculty with PhDs at the U of S is 91.8%, up from 87.2% in 1997-98.

The U of S has undertaken a complete review of its tenure and standards; the result will be a new set of faculty expectations in teaching, research and community service that match those of comparable medical doctoral universities.

Student Success: Students continue to excel at both institutions receiving provincial, national, and international awards.

Teaching Development: Our universities have on-campus faculty oriented teaching and learning centres. The establishment of the U of R Teaching Development Centre (in 1994) and the U of S Gwenna Moss Teaching and Learning Centre (in 2000) provide substantive evidence of the universities' commitment to supporting teaching as a fundamental activity in affording students a stimulating learning environment.

Areas of Study

Both universities maintain a common core of programs, but each also has distinct areas of specialty as outlined in the table below.

U of S Distinct Colleges/Schools	Common Areas	U of R Distinct Faculties/Schools
Agriculture	Administration/Commerce	Fine Arts
Biotechnology	Arts and Science	Human Justice
Dentistry	Education	Journalism
Law	Engineering	Social Work
Medicine	Extension/Continuing Education	
Nursing	Graduate Studies & Research	
Pharmacy & Nutrition	Kinesiology	
Physical Therapy		
Veterinary Medicine		

Did You Know?

- Proctor and Gamble Inc. recruits more graduates from the U of S than from any other English-speaking university in Canada.
- The U of R has increased its emphasis on academic excellence in its athletic programs, resulting in a significant increase in Academic All Canadians, to 27 in 2000-01. These are students who maintain an 'A' average while participating on an intervarsity team.

2. Accessibility of University Programs and Services

Reasonable access to post-secondary education is important to the people of Saskatchewan. The wide range of academic programs available in a province with relatively small population shows the high value that previous generations have placed on post-secondary education. The MacKay Report (1996) confirmed that the university sector affords access to a comprehensive array of liberal arts and science and professional programs. It is expected that maintaining a breadth of quality undergraduate, graduate, and professional programs will remain a public priority.

With changes in society and career path development there is growing awareness of the need for life-long learning. University programs need to continue to support life-long educational goals by providing programs that address societal needs and that provide career and personal growth for people of the province.

In 1996, the provincial government said it *"... believes that it is in the public interest for all qualified Saskatchewan residents to have reasonable access to university education at the undergraduate level. ... The government believes that, between them, and without duplication, the two universities should maintain access to high-quality graduate and professional programs..."*

Accomplishments:

- The U of S has developed a new entity – the Virtual College of Biotechnology, that brings together courses and programs in the commercial, scientific and ethical aspects of biotechnology.
- The U of R and Saskatchewan Indian Federated College (SIFC) have recently developed new degree programs – Masters in Aboriginal Social Work and Bachelor of Indian Education (Secondary).
- SIFC and the College of Commerce (U of S) offer a certificate in Indigenous Business Administration.
- The Nursing Education Program of Saskatchewan is a unique, collaborative program, based on a curriculum developed jointly by the U of S and SIAST. The first two years are offered by SIAST and the final two years by the U of S. Students can complete the program either in Regina or in Saskatoon.
- Campion College at the U of R has established a new certificate program in Pastoral Studies. This program seeks to address the growing need for academic preparation of lay ministers.
- The University of Regina offers an innovative Police Studies program which is better preparing officers to work in our complex social environment.
- Each university is providing matching funding to the Centennial Merit Scholarship Fund awarded by the Saskatchewan Government. There are $1.3 million for new scholarships available to undergraduate students in 2001-02. Each university has also allocated funds for new graduate scholarships.

Did You Know?

- More than 30,000 university students are enrolled annually in Saskatchewan. Approximately 18,000 are enrolled at the U of S and approximately 12,000 at the U of R.
- More than 183,000 degrees, certificates and diplomas have been awarded by the U of S and the U of R, the vast majority to Saskatchewan people.
- Both the U of R and the U of S offer entrance programs enabling mature students to meet entrance requirements from within the university.
- The U of S provides the Cameco Access Program for Engineering and Sciences (CAPES) to help students (young and mature) from Northern Saskatchewan prepare for university.
- The U of S offers a Math Readiness Program aimed at assisting students who feel they could benefit from a refresher course. It is offered as a summer school course in the evenings or as a web-based non-credit program.

The Thorvaldson Building on the University of Saskatchewan campus.

Instructor Brenda MacLachlan (centre) assists Lawrence Melit and Theresia Hager as they learn about computers at the Seniors' Education Centre in a class offered through the University of Regina's Centre for Continuing Education.

3. Equity

Universities, like many other institutions in our society, have come to recognize that while certain groups have had full participation in university life, others have been under-represented. For several decades Saskatchewan universities have been working to accommodate a more diverse student body and to become a more inclusive working environment. Old assumptions, policies and procedures are being challenged and replaced with more inclusive and equitable ones. Both universities have affirmed their commitment to greater participation of Aboriginal persons, women, visible minorities, and persons with disabilities in all areas, recognizing that this will require sustained effort and monitoring. Each university has initiated a range of policies and programs to attract and retain people from these equity groups as students, staff, faculty and management.

In 1996, government indicated that *"....universities [should] provide opportunities for groups that have faced or continue to face barriers to full participation in the learning and working opportunities of the universities, including Aboriginal people, visible minorities, people with disabilities, and women.....[In addition,] the university [should] provide a place of work and study that enables all members of the university community to achieve their full potential."*

Accomplishments

- Approximately 60% of undergraduate students in Saskatchewan's universities are women. Over 20% of Engineering students are women and 79% of Veterinary Medicine students are women.
- A growing number of women are pursuing graduate studies. Of recent graduate students, 1,411 (42%) at the U of S and 555 (55%) at the U of R are women.
- Students over the age of 25 are making up an increasingly large percentage of the student body. At the University of Regina, 41.7% of students are aged 25 years or older.
- Both the U of S and the U of R provide assistance to students with special learning needs.
- At the U of R, women occupy 38% of faculty positions, 161 out of 428 (the national average for female faculty is 37%). The University has a 10% visible minority representation rate overall, exceeding the 5.4% representative workforce goals that have been set by the Saskatchewan Human Rights Commission. Three per cent of U of R employees are Aboriginal persons.
- Both universities have developed policies against racial and sexual harassment. This demonstrates the universities' commitment to providing a learning and working environment free from harassment.
- The U of R's Aboriginal Cultural Awareness Program (ACAP), jointly developed with SIFC, is a popular in-service program for faculty and staff that is creating a better environment in which Aboriginal people can study and work.

Did You Know?

- **Saskatchewan Indian Federated College (SIFC) at the U of R is the only First Nations controlled university college in North America and has graduated more than 2,200 students.**
- **The U of S is developing undergraduate and graduate programs in the area of Indigenous People and Justice, which will make it a national leader in this field.**
- **In 2000-01 two videos, " The Faces of Diversity" and "You Do the Math" were developed at the U of S to address all aspects of diversity, race, gender, and disability through students' own experiences.**
- **Both universities have well over 50 countries represented in their degree programs.**

The Saskatchewan Indian Federated College (SIFC), located on the University of Regina campus, is the only First Nations controlled university college in North America and has more than 2,200 graduates.

The University of Saskatchewan has more Aboriginal-based programming than any other university in the country. One example is the Certificate in Indigenous Business Administration, a joint venture with the Saskatchewan Indian Federated College.

4. Meeting the Learning Needs of Society

The learning needs of Saskatchewan society are evolving due to the changing demands for life-long learning opportunities, the learning needs of the new global economy, of Aboriginal people as they increasingly access universities, and of rural Saskatchewan. These factors influence universities as centres of teaching and learning.

Both universities have shown long-term commitment to meeting the learning needs of Aboriginal people and of rural Saskatchewan. For example, both universities support the delivery of teacher education in the North through the Northern Teacher Education Program (NORTEP). Also, both universities collaborate with the Gabriel Dumont Institute (GDI) to offer the Saskatchewan Urban Native Teacher Education Program (SUNTEP) in Regina, Saskatoon and Prince Albert.

The U of R offers the Bachelor of Social Work (BSW) through Community Education Centres in Saskatoon and Prince Albert. BSW courses are also delivered through Regional Colleges using SCN.

The U of S has programs such as the Program of Legal Studies for Aboriginal Peoples, the Indian Teacher Education Program, the Department of Native Studies and the Native Nursing Access Program.

In collaboration with the U of R, SIFC offers courses in Business, English, Indian Education (Elementary and Secondary), Indian Fine Arts, Indian Language Literature and Linguistics, Indian Social Work, Indian Studies, Science and Indian Communication Arts.

In collaboration with the U of S, SIFC offers courses in Business and Dental Therapy.

In 1996 government indicated that "*... universities ...[should] respond...to the changing needs of an increasingly diverse student population, and collaborate with other institutions in meeting the needs of society and the new economy. "....Universities [should] intensify their efforts to encourage the empowerment of Aboriginal peoples through participation in post-secondary education, both within universities and within Aboriginal institutions. ...Another goal is for universities to represent more fully and appropriately in their academic activities Aboriginal knowledge and culture. ...It is in the public interest for the universities ...to provide greater access to their programs in rural, northern and small-urban areas, and ...to ensure access to programs of study which lead to degrees and certificates or reflect the students' needs for lifelong learning."*

Accomplishments:

- To support the learning and research needs of off-campus university students, both the U of S and the U of R libraries are participating in a consortium, the Canadian National Site Licensing Project (CNSLP). This project provides students and faculty with desk-top access to full-text journal articles via the Internet.
- The U of S, with three other universities (Alberta, Manitoba and Victoria), have formed a consortium to deliver the Certificate in Adult and Continuing Education.
- In 2001, the Indigenous People's Curriculum Project was established jointly by the U of R and SIFC to support joint curriculum initiatives that increase the Aboriginal content in programs and courses across the University.
- In 1998, the U of S, in partnership with the Saskatoon Tribal Council, began the delivery of the 'Super Saturday' program, aimed at providing First Nations young people with interesting and challenging educational experiences.
- The Prairie Centre for the Study of Ukrainian Heritage (PCUH) at St. Thomas More College, U of S, acts as a link between this province's Ukrainian community and academia by focusing on academic research, document collection and oral history. The Prairie Centre has recently launched a major capital campaign to expand and sustain its program.
- Luther College, on the U of R campus, has developed the Horizons Interdisciplinary Studies Program which offers interdisciplinary courses that are taught by three instructors to groups of 40 students.
- The Canadian Plains Research Center Press at the U of R recently published SIFC's two-volume Cree - English, English - Cree dictionary: *Nēhiyawēwin: itewēwina* (Cree: words).

Did You Know?

- **24 per cent of Saskatchewan's 18 - 24 year olds are enrolled full-time in university. The Canadian average is 20 per cent.**
- **The U of R and SIFC have worked with Saskatchewan Institute of Applied Science and Technology (SIAST) to establish a joint program in Chemical Technology. Students who earn the two-year diploma at SIAST can receive credit towards the four-year degree at U of R. The U of R and SIAST also offer a joint program in Environmental Biology.**

Aboriginal students learn to make models of their teeth during the Super Saturday program at the University of Saskatchewan.

Arok Wolvengrey, professor of linguistics at Saskatchewan Indian Federated College at the U of R, has turned 15 years of research into a two-volume Cree dictionary.

5. Research

Knowledge, skills, and creativity, as products of post-secondary teaching and research, are closely linked to innovation and productivity. The investment of resources in research is important for high technology sectors, business and other sectors that rely on the ability to create and adapt new products, processes and technologies.

Each university undertakes unique research activities appropriate to its strengths. Each year, Saskatchewan's university-based researchers and scholars produce hundreds of scholarly articles, books, plays, poems and works of art. Researchers and scholars in the natural sciences generate patents and provide the intellectual basis for new companies and enterprises. Our ability to identify new research opportunities depends heavily on sharing new information and knowledge acquired through research. Both universities are actively supporting the work of faculty to compete for research funding.

The Conference Board of Canada's 2001-02 report *Performance and Potential* identified an urgent need for Canada to improve in the area of innovation performance. In its 'call to action' it states that if Canadian society is to have a high and sustainable quality of life, its citizens must become more innovative.

In 1996, there was agreement among the universities and the provincial government on a comprehensive set of expectations related to sponsored and non-sponsored research. We agreed that *"...it is in the public interest for each university to develop its own distinctive areas of research specialization."*

Accomplishments:

- In the last five years, primarily in response to federal initiatives, both universities have focused increased attention on building their respective research capacity in distinct areas. The U of S identified six priority areas for the Canada Research Chair Program: Bio-technology, Environmental Sciences, Health Sciences, Identity and Diversity, Material Science, and Technology and Change. The U of R identified five areas for strategic emphasis: Culture and Heritage, Energy and Environment, Informatics, Population Health and Social Justice. Each of these builds on areas of strength at the university and is seen as having potential for far-reaching impact provincially, nationally and internationally.
- The U of S is eligible to receive 32 Canada Research Chairs (8 have been awarded). The U of R is eligible for 11 Chairs.
- The University of Saskatchewan is the home of the Canadian Light Source (CLS), the largest Canadian scientific project in a generation. The CLS will support research in fields as diverse as medical imaging, pharmaceuticals, biotechnology, mining, semi-conductors, and miniaturized machine components. It is estimated that one-fifth of Canadian jobs are in industries that could benefit from the CLS.
- The U of R is conducting a four-year $1 million international research project aimed at understanding the inner workings of the atomic nucleus and contributing to the development of ultra high-speed computing.
- Genome Prairie is the portion of the Genome Canada funding dedicated to the Prairie Provinces. The U of S has secured more than half of the $15 million alloted to Genome Prairie so far.
- In 2001, the U of S attracted $100.5 million in research revenue. At the University of Regina, research revenue was $12.2 million. Both universities have established offices to commercialize university research by transferring technology from the university to the private sector.

Did You Know?

- **The U of S ranks 2nd behind the University of Toronto in the impact of its computer science research.**
- **Researchers at SIFC, U of S and U of R were awarded six-year, $3 million project funding to establish an Indigenous Peoples' Health Research Centre.**

- St. Peter's College (Muenster), an affiliated college of the U of S, has established the Center for Rural Studies and Enrichment.
- The U of S participates in ten Networks of Centres of Excellence. The University pursues research in areas related to human and animal health including genomics, pharmaceutical development, toxicology, and rural and Aboriginal health.
- Both universities have unique research institutes. At the U of S the province's co-operative sector supports the Centre for the Study of Co-operatives, while the Toxicology Centre conducts research for federal and provincial agencies and industry.
- The U of R is establishing a Humanities Research Institute to provide a forum to exchange ideas in the University and with the wider artistic and cultural community.
- In 1998, in partnership with the Saskatchewan Opportunities Corporation, the U of R began the development of the Regina Research Park. The Petroleum Technology Research Centre and Information Technology Building have been completed.
- A number of new research centres and institutes have been established at the U of R, some in cooperation with external partners, including:
  - the International Test Centre on CO_2;
  - the Canadian Institute of Peace, Justice and Security; and
  - the Prairie Adaptation Research Collaboration.
- The Saskatchewan Institute of Public Policy and the Saskatchewan Population Health and Evaluation Research Unit (SPHERU) have been developed by the two universities and the provincial government.
- The Veterinary Infectious Disease Organization (VIDO) at the U of S is committed to applied research, vaccine development and commercialization of products. It has issued more than 30 patents worldwide, with 10 pending in the United States. It was recently awarded $14.2 million to add an additional 30,000 square feet of office and lab space. This will enable VIDO to increase capacity in genomics, bioinformatics and vaccine formulation.

External research funding to the University of Saskatchewan has increased dramatically in the past five years, surpassing $100 million in 2001.

Biologist Peter Leavitt is studying drought risk and ways to predict drought on the Prairies. Energy and Environment is one of five areas of strategic emphasis identified as an area of strength at the U of R, which has potential for far-reaching impact provincially, nationally and internationally.

6. Service to the Community

Saskatchewan's history of community service, political activism, and cooperation lives on in current public life. Not surprisingly, university service to the community is high on the public's list of expectations. In addition to teaching and research, our universities have service as part of their central mandate.

Service to the community can take a variety of forms, but all involve the commonly held expectation that university expertise or facilities be shared with the citizens of Saskatchewan. In 1996, we agreed that *"Universities [must] continue to place a high priority on community service as they revitalize themselves."*

In addition to program and course delivery, both universities continue to provide a variety of services to communities across the province. Each university delivers public lectures, mounts special exhibitions and sponsors various performances throughout the year. Faculty members are active as advisors to community organizations, as media experts and working on commissions and tribunals. Each university has strong athletic programs and athletic facilities that are open to the public. Each has specific facilities and programs for seniors. Both have web sites that enable users to match subject areas of interest to specific university programs and experts.

Accomplishments:

- Our universities deliver a wide range of off-campus courses. In 1999-2000, the two universities provided 490 off-campus courses: 390 face-to-face and 100 distance education courses involving 10,622 participants. These were conducted in partnership with Regional Colleges and SIAST.
- The U of R's Social Policy Research Unit works with community groups on a variety of issues, including disabilities, housing, home care and immigration.
- The U of S's Rural Family Medicine division of the College of Medicine provides rural training for physicians and promotes better medical care for rural Saskatchewan.

Did You Know?

- The Dr. Paul Schwann Applied Health and Research Centre at the U of R provides community education and support for applied physical activity and health research and services. The Centre's cardiac rehabilitation program provides important service to the community.
- The U of S Centre for Agricultural Medicine's Agricultural Health and Safety Network was developed to translate and circulate the results of relevant research to farmers, their families and related industries.
- Northern Medical Services (U of S College of Medicine) works cooperatively with the Athabaska Health Authority, the Northern District Health Boards and Tribal Councils in the provision of health care to the people of Northern Saskatchewan.
- The Seniors Education Centre at the U of R is the lead partner in CATALIST: The Canadian Network for Third Age Learning. This bilingual network fosters late life learning through shared knowledge, expertise, research, and resources. The network acts as a point of contact for Canadian organizations committed to third age learning so that they are able to work on behalf of all Canadian seniors.
- The U of R's Math Central web site provides extensive resources for K-12 math teachers and students. It receives approximately 14,000 hits per day.

A decentralized program delivery model allows University of Regina students to complete Bachelor of Social Work degrees in Saskatoon and Prince Albert at Community Education Centres (CECs), whose faculty and staff live in and contribute to their local communities.

The College of Dentistry at the University of Saskatchewan provides dental services to people from all over the province.

7. Social and Cultural Development

Saskatchewan is acknowledged as the cradle of hospital insurance and Medicare in North America, and remains a leader in the development of health-care policy. Saskatchewan continues to play a prominent role in the development of social policy in Canada, and is widely identified with community development initiatives and co-operative enterprises. The contributions of Saskatchewan artists and writers are well-known throughout the province, the nation and the world.

In many cases the context for social policy and cultural development in Saskatchewan is our two universities. In keeping with the universities' strong ties to our communities, social policy development and cultural development are closely paralleled with community development in the province.

The government indicated *"...It is the public interest to have high-quality university teaching and research programs engaged with the health, social and cultural issues facing the province and nation."*

Accomplishments:

- Both universities continue to maintain as well as develop program initiatives that address health, social, and cultural issues facing the province and the nation.
- The U of S recently received two Community University Research Alliances (CURA) grants to support projects of the Community University Institute for Social Research (CUISR). CUISR is a partnership between university and community experts that provides critical analysis of issues to help policy makers respond more effectively to challenging community problems ranging from child poverty to home care.
- The U of S has received over $1 million for the project *Saskatoon in Motion: Building Community Capacity through Physical Activity and Health Research.*
- Wanuskewin Heritage Park was developed as a model of cross-cultural partnerships with Aboriginal peoples. The U of S has a laboratory with continuing excavation at the park. The site has revealed 15 distinct levels of civilization to date.
- In 1996, the Cameco MS Neuroscience Research Centre was established at the U of S with a mandate to support basic and clinical studies into Multiple Sclerosis.
- The Canadian Plains Research Center at the U of R is leading a $486,000 national research project on Rural Adaptation and Social Cohesion for Sustainable Development of the Prairies.
- In 1999 the U of S published the *Atlas of Saskatchewan: Millennium Edition.*
- The Saskatchewan Population Health and Evaluation Research Unit (SPHERU), a collaborative venture involving both universities, was established in 1999. Its mandate is to investigate the impact of social, environmental and economic conditions on individual, group and overall population health.
- The U of R is a partner in the development of the Film and Video Production and Education Complex, working with industry and government to create more opportunities for Saskatchewan media artists at home.

Did You Know?

- **The Saskatchewan Women's Agricultural Network and the Farm Stress Line were community partners with the University of Regina in a two-year study by Doctoral student Wendee Kubik and Campion College psychology professor Robert Moore on farm women's economic role, health and quality of life.**
- **The University of Saskatchewan is leading a research project that could lead to more affordable housing for urban Aboriginal people throughout Canada.**

The College of Medicine at the University of Saskatchewan is an integral part of the Province's health care system.

Heather Hadjistavropoulos, professor of Psychology at the University of Regina, is looking for better ways to co-ordinate health services for patients who need continuing care. Population Health is one of five areas of strategic emphasis identified as an area of strength at the U of R, which has potential for far-reaching impact provincially, nationally and internationally.

8. Economic Development

The university sector contributes to economic development in many ways: one of the most obvious is providing an educated and productive citizenry. Funded research is a more measurable facet of economic development. The Government of Saskatchewan's "Partnership for Prosperity" economic strategy recognizes the importance of research and development to enhancing economic prosperity.

Businesses are attracted to Saskatoon and Regina because of the availability of a skilled workforce and proximity to centres of research. The presence of the universities also increases stability, diversification, market size and credit base to the local economy.

It is important that universities take a leadership role in responding to the province's needs for academic and research programs that provide human resources and knowledge to stimulate its economic development.

In 1996 the government stated the public's expectation for the universities' contribution to economic development to be "*.... To maintain high-quality academic and research programs in all of these vital areas [biotechnology, information technology, agriculture, mining, energy, forestry and tourism, managerial and professional competence]. In vital areas where no programs currently exist, the government encourages the universities to develop appropriate collaborative and interdisciplinary strategies for remedying such deficiencies.*"

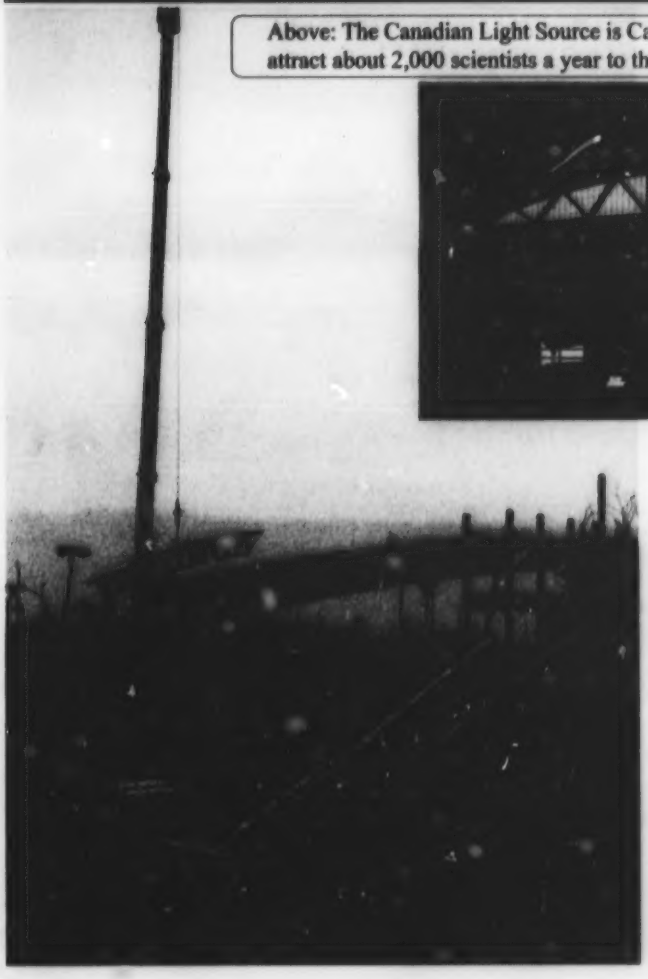
Accomplishments:

- The Canadian Light Source will generate strong synergies with Innovation Place and is estimated to be capable of attracting $35 million annually in commercial research and development activity.
- The U of S is the primary centre for agricultural research in the province and is seen as a North American centre of excellence for biotechnology.
- Since 1996, the University of Regina has established a number of research centres in partnership with the federal and provincial governments. The Petroleum Technology Research Centre, the Greenhouse Gas Technology Centre and the International Test Centre on CO_2 Capture focus on developing a better understanding of climate change, the development of carbon management technologies, and the search for alternative energy sources.
- The U of R's Faculty of Social Work is carrying out a three-year research project that will be conducted by five interdisciplinary teams. The research is aimed at redefining productivity, that is, moving from a market-oriented notion of worker productivity towards one which also considers social development and well-being.

Did You Know?

- **Together, the two universities' impact on the Saskatchewan economy is well over $1 billion annually.**
- **The Canadian Light Source is expected to attract up to 2,000 researchers a year once it becomes operational in 2004.**
- **The U of S has served as a catalyst for more than 50 "spin-off" companies.**
- **The U of R is in partnership with governments and industry in the Weyburn CO_2 Monitoring Project, which is internationally recognized under the United Nations Framework Convention on Climate Change. Research by U of R faculty in this and other projects will extend recovery of oil and gas while ensuring a reduction in greenhouse gases.**
- **The U of S is the second largest employer in Saskatoon.**

Above: The Canadian Light Source is Canada's largest scientific project in decades. It will attract about 2,000 scientists a year to the University of Saskatchewan to do research.



Above: Artist's concept of the Greenhouse Gas Technology Centre on the University of Regina campus (GGTC).

Left: GTCC under construction.

When the Greenhouse Gas Technology Centre is complete it will house researchers studying economically sound ways to reduce carbon dioxide emissions.

9. Integration of Technology in Teaching and Learning

Technology is a vital tool for enhancing the quality and effectiveness of all university activities and programs.

The Department's *Sector Strategic Plan* and the universities' strategic plans highlight the need to integrate and use technology within post-secondary education to achieve access, quality, flexibility and innovation in serving learners, employers and communities. To advance these priorities, the Province has taken a lead role in working with partners to develop the *Action Plan for Technology Enhanced Learning* and to seek resources for implementation. Current provincial spending in these areas is $4.2 million. The 2001-2002 Saskatchewan budget also added $1.3M to enhance computer science education at the two universities.

Both universities have been working closely with Post-Secondary Education and Skills Training over the last two years to develop strategies and partnerships to enhance on-line learning. One joint project is the development of a web-site, *Campus Saskatchewan,* which will be a searchable database of all the learning resources available to Saskatchewan learners.

In 1996, government said *"... it is in the public interest for the universities to integrate multimedia learning approaches in all facets of education and training to enhance both quality and effectiveness, to increase access to learning opportunities, and to prepare learners to participate fully in a society based increasingly on the global development, sharing and trading of knowledge."*

Accomplishments:

- Both universities have developed long-term strategic plans for the renewal of classrooms, lecture theatres and labs with multimedia technologies. To date at the U of S, 13 of 23 major lecture theatres have been upgraded with multimedia consoles.
- The U of R has created the Technology Innovation Fund to encourage faculty to use technology in teaching and research and is establishing the Centre for New Media to provide instructional and technical support to faculty and students.
- The U of R has established a program to renew computers in teaching laboratories and on the desktops of faculty and staff every four years. The program will also regularly update technology in classrooms. In 2000-01 the U of R doubled the number of public computer laboratory stations.
- In 2000-01 nearly 2,000 students throughout the province participated in 26 university credit courses delivered through the Saskatchewan Communications Network (SCN).
- In 2001-02 the U of S is developing on-line courses and resource materials in 21 areas and the U of R is developing such materials in 17 areas.
- Both the U of R and the U of S offer on-line courses via the Internet. The range of disciplines includes: Archeology, Biology, Biotechnology, Computer Science, Distance Education, English, Film, History, Mathematics, Native Studies, Social Work and Women's Studies.
- In consultation with the Fransaskois community, the U of R's Department of French offers a first-year class using web-based materials that reflect the culture of the French-language people of Saskatchewan.

Did You Know?

- **Canada has the second-highest rate of high-speed internet access in the world, next to South Korea. This helps our universities take advantage of new technologies to deliver their programs and services.**
- **Technology is a tool for all subjects. For example, students of English use it to view medieval manuscripts located in distant libraries, and to listen to Old English pronunciation tutorials from world experts.**

Julie McKenna, associate librarian of emerging services, is working on a project that will allow remote, off-campus learners to access the library's electronic content. Faculty and students gained desktop access to two major databases plus the combined online journal offerings of five major academic publishers – a total of about 700 academic journal titles – through partnership in the Canadian National Site Licensing Project.

In 1998, the University of Saskatchewan developed a strategic plan for renewal of classrooms, lecture theatres and labs with multimedia technologies.

10. International Activities

International students and scholars on our campuses enrich the education of every university student. Faculty members with international experience bring back to Canada a more current, comprehensive and detailed awareness of important issues and developments in their fields. They also bring with them the new knowledge needed to move towards the international standards that are increasingly demanded in labour markets.

For several years, the two universities have each pursued opportunities in international education and have shared their experiences with each other.

Globalization was not as intense in 1996 when government articulated the public's interest in international education as *" universities [should] attract foreign students, to reflect international realities and challenges in their curricula.... and to market their educational and research expertise internationally [with government's assistance]"* and that *"universities co-ordinate their international activities with one another, and with other institutions and government agencies which are also involved in international activities."*

Accomplishments:

- In 2001 the U of R signed 11 additional agreements in China covering such areas as: faculty and student exchanges, research exchanges, the joint creation with Peking University of the China - Canada Centre for Grassland Ecosystem Research; and the 2+2 student exchange programs in engineering, computer science and administration.
- The U of S is the lead university in the Training for Health Renewal project established in 1997 with Mozambique.
- The U of S, through the College of Education, Education Leadership Unit, is participating in a $47 million project to improve elementary education in Jamaica.
- The Centre for International Teacher Education (CITE) at the U of R, has undertaken projects in China and Panama. These projects focus primarily on making sustainable changes in teacher education programs, human resource development, curriculum development and instructional techniques.
- The ESL Centre at the U of R is currently marketing its regular academic ESL program to students in nine different countries, including Brazil, Japan, China, Turkey, Mexico, Venezuela, Columbia, Korea and Taiwan.
- The U of S has 25 formal academic exchange programs with different host universities around the world and the U of R has 64.

Did You Know?

- Every year, more than 240 students from both universities study abroad through academic exchange programs.
- The U of S has one of the highest proportions of international graduate students in the medical/doctoral category. In 2000, 23.5% came from outside Canada.
- In 1998-99 students from 69 countries participated in degree programs at the U of S.

International students contribute to the rich tapestry of experiences all students enjoy at the University of Saskatchewan. The number of out-of-country students has increased by 70% in the past six years.

In mid-October, a senior administrative delegation from the University of Regina traveled to China to finalize agreements signed last February during the federal Team Canada Mission. Faculty of Administration Dean Garnet Garven met with representatives from Hunan University to consolidate plans for the international transfer credit degree programs. The programs are available in Administration, Engineering and Computer Science.

Conclusion

Saskatchewan's universities continue to provide the people of this province with relevant, high quality programs and services. Students can choose from a wide range of programs offered by the universities in Saskatchewan. Both universities offer core programs as well as distinct programs. Increasingly, the universities, through revitalization and strategic planning initiatives, are establishing areas of excellence that will provide students with unique opportunities to study at the leading edge of specific fields, often using an interdisciplinary approach.

As this report reflects, the universities have undertaken a tremendous number of new initiatives since the *Public Interest & Revitalization of Saskatchewan Universities* paper was released in the Fall of 1996. They have already demonstrated through their actions a commitment to each of the ten priorities articulated in that paper. That commitment has led to notable accomplishments in areas related to quality, access, research, community services and international activities. That commitment is also leading them to strive for even greater efforts in priorities such as: equity; the learning needs of Aboriginal people; the role of the universities in preparing learners for the needs of the knowledge based economy; and the effective integration of technology in teaching and learning.

Over the last five years, a planning partnership has begun to evolve between the government and the universities. Each of the partners is well along the road to articulating their respective goals, establishing priorities and setting milestones and outcomes. Over the next five years, this partnership will support strategic choices being made to address the challenges that lie ahead for both government and the universities. For government, those challenges include seeking new approaches and policies that will: revitalize bonds between rural and urban communities; increase the labour market participation of Aboriginal people; and support individual needs for lifelong learning in response to the needs of the new economy. The U of R and the U of S will play a critical role in supporting individuals, communities and governments to understand and craft appropriate responses to these challenges.

The challenges faced by the two universities reflect, in part, the demands placed on them by globalization and the knowledge economy. Competition for the best students has intensified. The growing complexity and diversity of the student population, in itself a source of strength, has created very different demands on services to students. To compete, Saskatchewan universities will need to attract and retain new faculty. To do so, they must be in a position to offer competitive salaries as well as a quality work environment. Universities will need to continue to develop effective partnerships with government, the private sector and communities in order to receive the support needed to carry out their research.

In describing these challenges, it is critical to emphasize that all public universities in Canada are facing similar challenges. As this report reflects, the institutions in this province have, since the release of MacKay's report, worked hard to position themselves to effectively address the challenges that lie ahead.